

Using Humor to Teach Comprehension And a Note Taking Method to Teach Students.

A Presentation for the INCH 2008 Conference by Don McCabe

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Vocabulary Word	Meaning
Date in History	What happened
Name of Person	Famous for
Correct Spelling	“Fuh NET ik ren DISH un”
Comprehension is NOT	Answering questions after the reading has taken place. Even the best “comprehension programs” just get you to start thinking by giving you “thought” questions.
Comprehension is:	Thinking AS (not after) you are reading
What interferes with comprehension	Lack of vocabulary Lack of background information
Oh, Danny boy, the pipes, the pipes are calling	
from glen to glen and down the mountain side	
The summer’s gone and all the flowers are dying	
’Tis you, ’tis you must go and I must bide.	
But come ye back when summer’s in the meadow Or when the valley’s hushed and white with snow	
’Tis I’ll be here in sunshine or in shadow	
Oh, Danny boy, oh Danny boy, I love you so. And if ye come and all the flow’rs are dying	

If I am dead, as dead I well may be, Ye'll come and find the place where I am lying and kneel and say an Ave there for me.	
And I shall hear, though soft you tread above me, And all my grave will warmer, sweeter be,	
For you will bend and tell me that you love me, And I shall sleep in peace until you come to me.	
Pledge of Allegiance Syndrome Pledge Allegiance to the flag <u>And to</u> the Republic for which it stands	Not knowing that you don't know Dust remover ???????? After thought?
Hark! The Herald Angels Sing	Listen up! The messengers from God are singing an announcement (heralds announce by blowing a trumpet first!)
A Monk Swimming	Blessed art thou amongst women
He who laughs last,	thinks slowest
Everyone has a photographic memory.	Some don't have film.
A day without sunshine is like, well,	night.
On the other hand,	you have different fingers.
Change is inevitable,	except from a vending machine.
I just got lost in thought.	It was unfamiliar territory.
I always know God won't give me more than I can handle,	but there are times I wish He didn't trust me quite so much.
Just going to church doesn't make you a Christian	any more than standing in a garage makes you a car.
Just going to a mosque doesn't make you a good Moslem	any more than standing in a bakery makes you a baker.
Never be too open-minded.	Your brains might fall out.
If you look like your passport picture,	you probably need the trip.

Remember, amateurs built the ark.	Professionals built the Titanic.
There's two theories to arguin' with a ____.	Neither one works.
Dijon vu -	the same mustard as before.
My inferiority complex	is not as good as yours.
Politicians and diapers have one thing in common.	They should both be changed regularly and for the same reason.
Talk is cheap because	supply exceeds demand.
Junk is something you've kept for years	and throw away three weeks before you need it.
I have kleptomania, but when it gets really bad,	I take something for it

Section 6, Chapter 49: from The Teaching of Reading and Spelling: a Continuum from Kindergarten through College.

The SQ3R Reading Formula Really Works

Perhaps the most common error by students in studying is the way they read an assignment. For example, when students come home from school, they quite commonly just throw their history books on the table and head straight for the refrigerator. Sound familiar?

They know they have a chapter to read, but they don't want to read it right away. So, instead, they procrastinate. They put it off until later, and too often the "later" never comes. I'll bet that sounds familiar, too. If they eventually do get their book out and open it up, they do so, not because they want to, but because either their parents have reminded them or they feel like they just have to get the nasty business of reading the chapter done and out of the way. So, they open the book to the chapter and begin what they believe is reading.

Actually, what they are doing is simply pronouncing words mentally, in a deadly monotone, inside their heads. They begin with the first sentence and plod on to the last. When they have finished listening to themselves read, they can't remember what it is they have read. In fact, sometimes they never even finish because they have lulled themselves to sleep. This, of course, is an absolute waste of time.

Students who don't like to waste their time and who want to be able to comprehend what it is they are reading must learn to approach their reading assignment differently. First of all, they should set a time and a place for their study. This avoids the psychological block of having to do something distasteful. The reason is that once we start doing something out of HABIT, we just do it. We don't think about it. It's a habit. If we don't think about it and just do it, it's a lot easier.

Secondly, students should get into the habit of using what many reading experts call the SQ3R reading formula. Instead of starting with the first sentence and plowing on through to the end, students who are using SQ3R begin by using the **S** in SQ3R which stands for survey as in:

SURVEY

QUESTION

READ REVIEW RECITE

Students should look at the chapter title, the headings, the pictures, graphs, etc. Students should even look at the questions at the end. This is just SURVEYING. This is looking over what it is they are supposed to learn.

All the time that they are **SURVEYING** the chapter, their minds should be actively involved. They should be trying to figure out what the chapter is really concerned with and what it is that the teacher will expect them to know and how it might relate to things they have already learned. This, of course, is the **QUESTION** step. In today's academic jargon it would be called establishing a general schema for a specific reading.

Then, after the students have previewed or **SURVEYED** the chapter and have certain **QUESTIONS** in mind that need answering, they begin to **READ**.

REMEMBER:

SQ3R

S = SURVEY

Q = QUESTION

R #1 = READ

As students **READ** the chapter, their minds should be active. They should let their mind recall other related items. In fact, it is a form of **R#3, REVIEW**ing related material —or in today's jargon, it is activating relevant schemata.

As they read, students should also try to anticipate what will be coming next. When they come to the end of sections within the chapter, the serious students will **RECITE (R#3 of SO3R)**. They will recite to themselves what they think the author is trying to get at, what they think is important to remember, and what it is they still don't understand or — equally important — don't agree with.

Good readers don't just nod their heads yes, yes, yes, yes, yes, until they fall asleep. Good readers think while they are reading. Good readers question. Good readers ask themselves while they are reading:

Is that really so?

Is that really a fact?

Or is that merely the author's opinion?

Is that the opinion of most experts?

Students who honestly try the **SO3R** approach to studying almost universally find it successful. (Fact? Opinion? Would quoting one, two, or three studies make a difference?) So, why don't you stop boring yourself when you're studying. Instead of just listening to that voice inside your skull calling out words when you pick up your history book, why don't you, just once, follow the **SO3R** formula by **Surveying Questioning Reading Reviewing Reciting**.

You will be glad you did.